



The University of Texas at Dallas
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AGENDA

2018 SACSCOC Reaffirmation Steering Committee Meeting
February 8, 2018
BBS Dean's Conference Room, JO 4.306

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|----|--|----------------------------------|
| 1. | Call to Order / July 25, 2017 meeting updates via email | Serenity King |
| 2. | Quality Enhancement Plan (QEP) | Jessica Murphy
& Amanda Smith |
| 3. | Off-Site Report | Serenity King |
| 4. | JAL Issue | Serenity King |
| 5. | Dr. Alan Boyette Preliminary Visit | Serenity King |
| 6. | On-site Prep
A. Off-Site Locations
B. PDFs/Online Access to Narratives
C. Logistics | Serenity King |
| 7. | 2018 Edition of Principles
A. Addendum Report
B. Impact of Revisions | Serenity King |
| 8. | Questions | Members |
| 9. | Adjournment | Serenity King |

ITEM 2

Quality Enhancement Plan (QEP)

Orbit: Keeping New Comets on Course

Target Population: All new first-time-in-college (FTIC) students, transfer students, graduate students, and international students

Student Success Goals: student success is defined as achievement through three central components: student *engagement*, sense of *belonging*, and *persistence* with the understanding that engagement and belonging are critical pathways to persistence.

Organizational Structure: A director will be hired to oversee Orbit, ensuring implementation of components, oversight of budget, collection and assessment of data, and sustainability post QEP timeline.

Orbit Components:

- **Program Supports**
 - New Student Engagement Board
 - New Student (electronic) Resource Guide
 - Global Engagement Committee
 - New Graduate Student Pre-Orientation Module
- **High Impact Practices**
 - **Seminar Courses**
 - Mandatory for new FTIC students
 - Mandatory for new Transfer students
 - Optional for new International students
 - **Peer Mentoring**
 - Transfer Student Peer Mentor Program
 - International Student Peer Mentor Program
 - Graduate Student Mentoring
 - Freshman Peer Mentor Program (already exists and will serve as a model for the Transfer Mentor Program)

Removed from Original QEP Proposal:

- **Service learning and inter-cultural competence faculty development** – this program continues to exist and is funded by UT System grant money; however, it was removed because it does not target new students.
- **Graduate Student Association** – this program will also exist but was removed from the QEP as it will target and benefit all graduate students.
- **Graduate student volunteer and spring break events** – these programs will be promoted through the QEP supported Graduate Pre-Orientation Modules and made available to all graduate students.
- **International competency programs** – these programs will be developed and offered to students of all classification levels.

Added to Original QEP Proposal:

- Basic marketing campaign
- Robust Assessment Plan

Budget Changes:

Removing the programs above that do not have an intentional focus on new to UT Dallas students reduced the budget from \$1,331,750 to \$992,250 (with UT System Grant contributions of \$101,000 and existing budget funds of \$152,750).

ITEM 3

Off-Site Report

12 Non-compliant Principles with Off-Site Review Comments

- *2.8 The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs. **(Faculty)**

Non-Compliance

The institution determines full-time faculty needs based on adequate staffing for the overall student population. The institution reports a total of 849 full-time faculty in 2015-16 including 516 tenured/tenure-track and 333 non-tenure-track appointments. In addition, 353 part-time instructional staff, including graduate students, contribute to supporting the curriculum. The institution offers over 50 baccalaureate degree programs, 20 post-baccalaureate programs and 90 graduate programs through coursework in 9 college units. The institution reports that full-time instructional faculty provided 85% of all sections taught in Fall 2016. A student: faculty ratio of 24:1 is reported, with an average class size for full-time faculty of 37.8 students for undergraduate course and 13 for graduate courses.

Faculty are expected to be effective teachers, as well as high-caliber scholars, researchers, and practitioners in the fields central to the University's mission. A full-time instructional load is defined as 18 undergraduate credit hours, equivalent to six undergraduate 3-credit hour courses. Faculty may receive significant course release for grant-funded research. No other accommodation for scholarship or graduate mentorship activities is described, nor is differential calculation of graduate teaching load described. Therefore, questions remained for the Off-Site Reaffirmation Committee regarding the sufficiency of the number of full-time faculty given research expectations.

- 2.11.1 The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or *Standard Review Report* issued in accordance with *Statements on Standards for Accounting and Review Services* issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or *Standard Review Report*) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board. **(Financial resources and stability)**

Non-Compliance

At the time of the Off-Site Review, the institution was unable provide the required institutional audit for fiscal year ended 2017. The university indicated that the

audit will be provided as soon as the audit is complete, which is anticipated to be January 2018.

Based on the information provided for the previous five years, the institution appears to be in a sound and stable financial position. Revenues have grown during the prior five years 51% from 2012 to 2016. Net position has increased \$22.5 million from 2012-2016 while investing in capital assets. A budget for fiscal year 2017 was provided.

- 3.2.5** The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process. **(Board dismissal)**

Non-Compliance

Texas Government Code provisions clearly delineate that as state officers, University of Texas regents are subject to dismissal only after an involved and established process of review. Impeachment may occur through a defined process in which the Texas House of Representatives and the Senate have specified roles. The fair process for dismissal by impeachment is indicated in Article 15 of the Texas State Constitution. The Governor may also dismiss a regent but this must occur with the "advice and consent" of "two-thirds of the members of the senate present." These provisions ensure dismissal occurs only after a deliberate process involving multiple key elected officials within the houses of state government. However, at the time of the Off-Site Review, the institution did not provide evidence of implementation of the policy or a statement that there has been no need to implement the policy.

- 3.2.9** The institution publishes policies regarding appointment, employment, and evaluation of all personnel. **(Personnel appointment)**

Non-Compliance

The institution publishes the conditions of employment, faculty credentials and periodic performance evaluations in its Handbook of Operating Procedures Policy Navigator which is available on the web. These policies apply to faculty, classified staff, and administrative and professional staff. The policies are adopted and approved by the President. Policy specifies that all faculty and staff will be evaluated on an annual basis. However, documentation was not provided for the consideration of the Off-Site Reaffirmation Committee to demonstrate that employment and evaluation practices are being performed in accordance with published policies.

- 3.3.1** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas **(Institutional Effectiveness):**

3.3.1.2 administrative support services

Non-Compliance

Assessment plans for administrative support services units from 2015-2016 and 2016-2017 provide evidence that the institution identifies expected outcomes and assessments. However, there is no evidence of improvement based on the analysis of results. Most often, this is because the evidence is found in the 2016-2017 assessment report and refers to improvements that are to be made in the 2017-2018 year. Tracking the improvements in the next year will assist documenting that planned improvements have occurred. There are few examples of improvements made based on data in the 2015-2016 assessment reports. While the institution's annual reports, and the audit/budget reports of other units are informative and may even indicate that improvements were made, it remains unclear, when improvements were identified, that they were based on the analysis of assessment data.

3.3.1.5 community/public service within its mission, if appropriate

Non-Compliance

In its narrative, the institution documents that it meets its community/public service mission by identifying the various clinical and non-clinical units with primary objectives for public outreach and coordinating volunteerism and service-learning. Community/Public Service outcomes are identified in its strategic plan and within the goals and/or plans of individual units on campus. However, the only indication of assessment of community/public service outcomes is found in the annual report of the Office of Student Volunteerism where the Office documented improvements in leadership development for students in the Student Leadership Program. This one instance is not sufficient to document that the institution assesses community/public service outcomes and uses assessment results to inform improvements.

- 3.4.7** The institution ensures the quality of educational programs and courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the *Principles* and periodically evaluates the consortial relationship and/or agreement against the mission of the institution. (See the *Commission policy "Agreements Involving Joint and Dual Academic Awards: Policy and Procedures."*) (**Consortia relationships/contractual agreements**)

Non-Compliance

The institution describes multiple consortial arrangements in support of interdisciplinary undergraduate and graduate educational programs with institutional partners in the University of Texas System and external academic institutions.

Memoranda of Understanding, cooperative and other program agreements provide details of roles and responsibilities of all partners. However, information and documentation of periodic evaluation for these arrangements was not provided for the consideration of the Off-Site Reaffirmation Committee.

- *3.4.11** For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. **(Academic program coordination)**

Non-Compliance

The Compliance Certification states that a committee reviewed the list of program coordinators and found that most held the terminal degree in the relevant subject area or a related area. However, the list of programs and coordinators provided in the Supporting Documents did not provide the degrees or other credentials for any of the coordinators, which necessitated a review of each individual coordinator record using the online Faculty Book. The degrees and academic and other credentials for all program directors could be accessed with the exception of two; coordinators for the Ph.D. in Cognition and Neuroscience and the MBA online. Additionally, the curricula vitae for two academic leads (Energy Management and Innovation and Entrepreneurship) did not provide evidence of expertise in the area, and other documentation such as transcripts was not provided.

- 3.5.1** The institution identifies college-level general education competencies and the extent to which students have attained them. **(General education competencies)**

Non-Compliance

The institution originally defined five core competencies around which the Core Curriculum was designed as part of the development of undergraduate programming in 1990. From 1999 and 2014, students meet Core Curricular objectives by completing specified credit hours of coursework in Communications, Math/Quant Methods, Natural Science, Humanities, Fine Arts, U.S. History, TX Government and Politics, and Social/Behavioral Sciences. The institution proposed a revised and significantly streamlined core curriculum to align with THECB revised Texas Core Curriculum, which was approved in 2014. Revision of the institution's Core Curriculum has continued since then, with some proposed new courses being approved by the state agency for inclusion.

Core Curricular objectives are designed based on THECB and AAC&U Value objectives. The institution uses the validated CLA+ assessment as a pre-/post-test approach to assess student progress in core areas. Since implementation, less than 5% of students have completed the post-test, so it is unclear what conclusions may be supported by the data. A second institutional assessment, Comets to Core, was designed and implemented to assess AAC&U VALUE competencies, but it appears that the approach may be discontinued. No additional evidence was presented for the consideration of the Off-Site Reaffirmation Committee relevant to institutional standards for monitoring the level of work expected in the Core Curriculum courses, or assessment of student gains as a result of completing the core.

- 3.5.4** At least 25 percent of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree—usually

the earned doctorate or the equivalent of the terminal degree. **(Terminal degrees of faculty)**

Non-Compliance

The listing of faculty in each major who hold the appropriate terminal degree showed that Music had fewer than the required 25% of the course hours taught by appropriately credentialed faculty. For fall 2016, 18.2% of the courses were taught by individuals with the terminal degree. For spring 2017, the percentage was 20.6. The narrative indicated that the MFA is considered a “doctorate equivalent”, but there was no mention of whether faculty with these degrees would be counted in the “terminal degree” category. All other programs met the 25% requirement.

- 3.7.1** The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (See *Commission guidelines “Faculty Credentials.”*) **(Faculty competence)**

Non-Compliance

The institution has a procedure for confirming the credentials of all faculty hired. All earned degrees, with institutional affiliation, are published for all full-time and part-time faculty in the undergraduate and graduate catalogs. Faculty credentials, evaluation and teaching assignments are reflected in documentation available through a searchable “FacBook” database. Documents provided to the Off-Site Reaffirmation Committee through the institution’s CCR were difficult to access due to insufficient labeling and broken links, making the credential evaluation process cumbersome and inefficient. Insufficient information was provided for some faculty to adequately assess instructional credentials (see Request for Justifying and Documenting Qualifications of Faculty).

- 3.7.4** The institution ensures adequate procedures for safeguarding and protecting academic freedom. **(Academic freedom)**

Non-Compliance

The Texas Higher Education Coordinating Board and the University of Texas System Board of Regents have in place administrative codes and standards recognizing academic freedom. The institution has procedures and safeguards for faculty by policy documents describing the granting of tenure, advancements, grievance and governance procedures including: General Standards and Procedures regarding Initial Appointments to the Ranks of Instructor, Assistant Professor, Associate Professor and Professor (UTDPP1057); Faculty Promotion,

Reappointment, and Tenure (UTDPP1077); Faculty Governance (UTDPP1088); and Faculty Conduct (UTDPP1049). However, the Off-Site Reaffirmation Committee was unable to locate institutional procedures that specifically address academic freedom. An explicit definition of academic freedom is not found in the institution's Handbook of Operating Procedures policy documents.

*Principle will also be reviewed by the On-Site Committee.

Non-Compliant Principles

OLD	NEW
2.8 Faculty	6.1 Full-time Faculty 6.2.b Program Faculty
2.11.1 Financial Resources and Stability	13.1 Financial Resources 13.2 Financial Documents
3.2.5 Board Dismissal	4.2.e Board Dismissal
3.2.9 Personnel Appointment	5.5 Personnel appointment and evaluation
3.3.1.2 Institutional Effectiveness: Administrative Support Services	7.3 Administrative effectiveness
3.3.1.5 Institutional Effectiveness: Community/Public Service	No corresponding requirement
3.4.7 Consortial Relationships / Contractual Agreements	10.9 Cooperative academic arrangements
3.4.11 Academic Program Coordination	6.2.c Program coordination
3.5.1 General education competencies	8.2.b Student outcomes: general education
3.5.4 Terminal degrees of Faculty	No corresponding requirement
3.7.1 Faculty Competence	6.2.a Faculty qualifications
3.7.4 Academic Freedom	6.4 Academic freedom

Principles to be Reviewed by On-Site Committee

OLD	NEW
2.7.3: General Education	R 9.3: General education requirements
2.8: Faculty*	R 6.1: Full-time faculty R 6.2b Program faculty
2.10: Student Support Services	R 12.1: Student support services
3.2.8: Qualified administrative / academic officers	R 5.4 in part: Qualified administrative/academic officers
3.3.1.1: Institutional Effectiveness: Educational Programs	R 8.2.a: Student outcomes: educational programs
3.4.3: Admission policies	R 10.5 in part: Admissions policies and practices
3.4.11: Academic program coordination*	R 6.2.c: Program coordination
3.10.2: Financial aid audits	R 13.6 in part: Federal and state responsibilities
3.11.3: Physical facilities	R 13.7: Physical resources
3.13.1: Policy compliance	R 14.5: Policy compliance
4.1: Student achievement	R 8.1 (modified): Student achievement
4.2: Program curriculum	R 9.1: Program content
4.3: Publication of policies	R 10.2: Public information
4.4: Program length	R 9.2: Program length
4.5: Student complaints	R 12.4: Student complaints
4.6: Recruitment materials	R 10.5 in part: Admissions policies and practices
4.7: Title IV program responsibilities	R 13.6: Federal and state responsibilities
4.8.1: Distance learning: Verification	R 10.6.a: Distance and correspondence education
4.8.2: Distance learning: Privacy	R 10.6.b: Distance and correspondence education
4.8.3: Distance learning: Notification	R 10.6.c: Distance and correspondence education
4.9: Definition of credit hours	R 10.7 in part: Policies for awarding credit

* Found Non-Compliant by Off-Site Review Team

ITEM 6A

Off-Site Locations

Off-Site Locations for 2018 SACSCOC Reaffirmation

<p>Monday, March 5, 2018 1:00 - 4:30pm</p>	<p>Collin Higher Education Center 3452 TX-399 Spur, McKinney, TX 75069</p> <p>Callier Center for Communication Disorders 1966 Inwood Road, Dallas, Texas 75235</p>
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